

Millbrook Elementary

255 East Pine Log Road
Aiken, South Carolina 29803

Grades	PK-5 Elementary School	
Enrollment	665 Students	
Principal	Dr. Karen M. Blanset	803-641-0291
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-648-0901

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	50	28	3	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	No
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes
2006	Good	Below Average	No

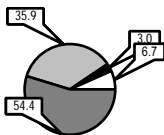
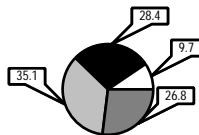
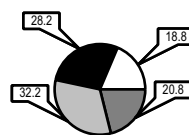
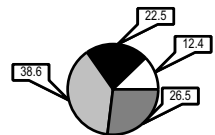
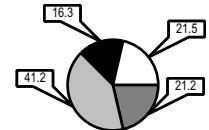
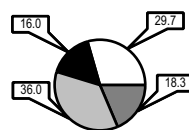
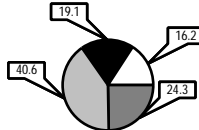
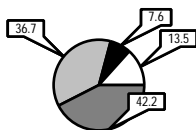
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	336	96.1	5.6	34.6	56.6	3.1	76.6	Yes	Yes
Gender									
Male	170	95.3	5.1	37.2	56.2	1.5	73.7	N/A	N/A
Female	166	97.0	6.0	32.2	57.0	4.7	79.2	N/A	N/A
Racial/Ethnic Group									
White	209	98.6	3.2	27.9	64.2	4.7	86.8	Yes	Yes
African American	105	90.5	12.2	50.0	37.8	0.0	52.4	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	294	99.0	5.8	33.3	57.8	3.1	77.1	N/A	N/A
Disabled	42	76.2	3.6	46.4	46.4	3.6	71.4	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	96.1	5.6	34.6	56.6	3.1	76.6	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	96.0	5.7	33.9	57.2	3.2	77.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	132	93.2	11.7	40.8	45.6	1.9	63.1	Yes	Yes
Full-pay meals	204	98.0	2.2	31.1	62.8	3.8	84.2	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	336	96.1	7.0	35.7	28.0	29.4	73.4	Yes	Yes
Gender									
Male	170	95.3	5.1	34.3	27.0	33.6	81.0	N/A	N/A
Female	166	97.0	8.7	36.9	28.9	25.5	66.4	N/A	N/A
Racial/Ethnic Group									
White	209	99.0	1.0	29.8	30.9	38.2	84.8	Yes	Yes
African American	105	89.5	22.2	53.1	19.8	4.9	44.4	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	294	99.0	7.4	33.7	28.3	30.6	73.6	N/A	N/A
Disabled	42	76.2	3.6	53.6	25.0	17.9	71.4	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	96.1	7.0	35.7	28.0	29.4	73.4	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	96.0	7.1	35.3	27.9	29.7	73.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	132	92.4	14.7	44.1	23.5	17.6	59.8	Yes	Yes
Full-pay meals	204	98.5	2.7	31.0	30.4	35.9	81.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	336	96.7	18.5	32.3	20.9	28.3	49.2
Gender							
Male	170	95.9	18.2	28.0	19.6	34.3	53.8
Female	166	97.6	18.8	36.4	22.1	22.7	44.8
Racial/Ethnic Group							
White	209	99.0	6.8	29.7	24.0	39.6	63.5
African American	105	91.4	44.0	40.7	12.1	3.3	15.4
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	294	99.0	15.4	32.0	21.6	30.9	52.5
Disabled	42	81.0	39.5	34.2	15.8	10.5	26.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	96.7	18.5	32.3	20.9	28.3	49.2
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	96.7	18.0	32.3	21.1	28.6	49.7
Socio-Economic Status							
Subsidized meals	132	93.9	33.3	34.2	17.1	15.3	32.4
Full-pay meals	204	98.5	9.7	31.2	23.1	36.0	59.1

Social Studies							
All Students	336	96.7	12.1	38.7	26.6	22.6	49.2
Gender							
Male	170	95.9	11.9	34.3	24.5	29.4	53.8
Female	166	97.6	12.3	42.9	28.6	16.2	44.8
Racial/Ethnic Group							
White	209	99.0	4.2	35.9	28.1	31.8	59.9
African American	105	91.4	29.7	45.1	23.1	2.2	25.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	294	99.0	10.0	38.6	27.8	23.6	51.4
Disabled	42	81.0	26.3	39.5	18.4	15.8	34.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	336	96.7	12.1	38.7	26.6	22.6	49.2
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	96.7	11.9	38.4	26.9	22.8	49.7
Socio-Economic Status							
Subsidized meals	132	93.9	25.2	50.5	16.2	8.1	24.3
Full-pay meals	204	98.5	4.3	31.7	32.8	31.2	64.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	104	100.0	0.0	15.6	62.5	21.9	84.4
	4	106	100.0	9.2	42.9	45.9	2.0	48.0
	5	118	99.2	14.4	46.8	36.0	2.7	38.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	103	98.1	2.2	20.7	72.8	4.3	77.2
	4	121	94.2	6.2	32.0	58.8	3.1	61.9
	5	112	96.4	8.2	50.5	39.2	2.1	41.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	104	100.0	4.2	39.6	39.6	16.7	56.3
	4	106	100.0	10.2	28.6	35.7	25.5	61.2
	5	118	99.2	10.8	41.4	19.8	27.9	47.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	103	99.0	4.3	47.3	26.9	21.5	48.4
	4	121	94.2	7.2	25.8	27.8	39.2	67.0
	5	112	95.5	9.4	34.4	29.2	27.1	56.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	104	100.0	14.6	30.2	34.4	20.8	55.2
	4	106	100.0	17.3	29.6	29.6	23.5	53.1
	5	118	99.2	22.5	31.5	17.1	28.8	45.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	103	100.0	18.1	37.2	28.7	16.0	44.7
	4	121	94.2	16.7	34.3	17.6	31.4	49.0
	5	112	96.4	20.8	25.7	16.8	36.6	53.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	104	100.0	1.0	27.1	29.2	42.7	71.9
	4	106	100.0	9.2	45.9	29.6	15.3	44.9
	5	118	99.2	26.1	43.2	17.1	13.5	30.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	103	100.0	10.6	37.2	37.2	14.9	52.1
	4	121	94.2	12.7	32.4	25.5	29.4	54.9
	5	112	96.4	12.9	46.5	17.8	22.8	40.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 665)				
First graders who attended full-day kindergarten	75.9%	Down from 97.1%	100.0%	100.0%
Retention rate	5.1%	Down from 5.7%	2.3%	2.8%
Attendance rate	96.5%	Down from 96.7%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.7%	Down from 4.0%	0.5%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	Down from 3.4%	0.5%	0.0%
Eligible for gifted and talented	18.8%	Down from 21.1%	15.7%	10.4%
On academic plans	18.6%	N/AV	26.2%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	3.2%	Down from 4.5%	7.3%	7.5%
Older than usual for grade	1.5%	Up from 1.4%	0.6%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	45.2%	Down from 48.9%	56.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.0%	Down from 91.3%	89.0%	87.3%
Teacher attendance rate	94.3%	Down from 96.3%	95.0%	94.9%
Average teacher salary	\$43,270	Up 1.7%	\$43,260	\$42,485
Prof. development days/teacher	7.7 days	Down from 10.1 days	12.7 days	13.3 days
School				
Principal's years at school	10.0	Up from 9.0	6.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 18.6 to 1	19.8 to 1	18.6 to 1
Prime instructional time	90.1%	Down from 91.9%	90.1%	89.7%
Dollars spent per pupil*	\$6,092	Up 22.6%	\$6,163	\$6,557
Percent of expenditures for teacher salaries*	70.1%	Up from 68.5%	64.7%	64.0%
Percent of expenditures for instruction*	76.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	9.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As a result of the spring 2004 PACT test scores, Millbrook Elementary School received both the Palmetto Gold Award for excellence from the State Department of Education and the Closing the Achievement Gap Award from the South Carolina Education Oversight Committee for increase in achievement in minority student test scores. We celebrated these awards during the 2005-2006 school year with great pride as our student population has changed greatly over the course of the last five years, and we have received Palmetto Gold every year of the program and Closing the Achievement Gap for three consecutive years.

During the spring of 2004, teachers voted unanimously to apply for a State Department of Education grant to assist with our focus on reaching at-risk behavior students. We were selected to participate in the Positive Behavior Intervention Support program for the 2005-2006 school year, and a team was trained in the summer of 2005. Training was provided by the grant with a small amount of money given for student incentives. We were required to provide a part-time teacher to coach teachers throughout the year and ensure compliance with the PBIS principles and to mentor at-risk students. Faculty members were trained in August 2005, and students began the first day of school with uniform expectations and procedures for all classrooms and areas of the campus. Immediate improvement was noted the first week of school. A student-of-the day was drawn from teacher recommendations to be a PE assistant coach and announced over the morning news. A class of the day, nominated by the special area teachers (art, music, PE, media, math/science lab), was also announced to receive an additional PE class. Teachers and students worked very hard to earn this incentive. Names of students nominated throughout the month were drawn at the end of the month for a special incentive with the PBIS coach. Students with conduct and social problems were referred to coaches for frequent contact and individual goals for improvement. Good Citizens, Exemplary Behavior, and Most Improved Awards were given each nine weeks. We will participate in this program next year to gain further insight into working with students with continuing behavior problems while leaving current interventions in place.

Karen M. Blanset, Ph.D. Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	105	97
Percent satisfied with learning environment	95.2%	77.7%	79.8%
Percent satisfied with social and physical environment	85.7%	72.4%	82.1%
Percent satisfied with school-home relations	85.0%	78.6%	74.2%

*Only students at the highest elementary school grade level at this school and their parents were included.